

LDC Student Work Rubric - Narrative

	Not Yet (1)	Approaches Expectations (2)	Meets Expectations (3)	Advanced (4)
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D. Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D. Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D. Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a theme or storyline, but lacks a clear or sustained purpose.	Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.	Establishes a theme or storyline, with a well-developed purpose carried through the narrative.	Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques.
Reading/Research	Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.	Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.	Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative.	Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative.
Development	Descriptions of experiences, individuals, and/or events are overly simplified or lack details.	Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level.	Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character.	Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character.
Organization	Attempts to use a narrative structure; composition is disconnected or rambling.	Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure.	Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose.	Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience that enhances communication of theme or purpose and keeps the reader engaged.
Conventions	Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions.	Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas.	Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.	Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.
Content Understanding	Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Students will have a basic understanding of the who, what, when, where, and why of the Crusades prior to beginning the module. They also will have read narratives, written informative texts and learned to incorporate quotations into their writing.

Extension

Advanced and proficient students can combine both perspectives into their writing.

Sections 2 & 3: What Skills & Instruction?